

REPORT OF  
S E M I N A R  
FOR  
CONSIDERATION OF RECENT EXTENSION STUDIES  
MADE IN NORTHEASTERN REGION

March 14-15-16, 1949

Washington, D. C.

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Extension Service  
United States Department of Agriculture  
Washington 25, D. C.

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## PURPOSE OF THE CONFERENCE

The Committee on Extension Studies and Training of the Northeastern Region, under the Chairmanship of Assistant Director George E. Lord of Maine, met during the Land-Grant College meetings to consider plans for future studies of regional interest to the Northeast.

This Committee recommended that before planning additional studies for the northeastern region, careful review be made of studies which have been made to date in the northeastern States. This review, the Committee further recommended, should: (1) Identify significant findings and point out their application to the Northeast, (2) consider additional ways of using these findings, including visual presentation, and (3) ascertain the gaps in the findings, and make recommendations for further studies which will supply missing information.

The Committee suggested that the Division of Field Studies and Training hold a two- or three-day conference in Washington, D. C., to be attended by one person from each State as selected by its director.

The purpose of this conference, therefore, is first, to give careful scrutiny to studies that have been made, particularly in the Northeast. Then we want to examine these studies to see how their findings agree or differ with those of studies made in other parts of the country. Armed with these findings, we shall approach the question of what additional studies are needed in the Northeast to meet the needs of Extension workers in that region.

The following is the agenda for the conference, and the outline followed by each committee.

Agenda for  
Extension Seminar for  
Consideration of Recent Extension Studies  
Made in Northeastern Region  
March 14-15-16, 1949

General Chairman of the Conference ..... Gladys Gallup  
General Meetings to be Held in Extension Conference Room 5042

Monday, March 14

- 9:00 - 10:00 a.m. - The Purpose of the Conference
- 10:00 - 10:10 a.m. - Recess
- 10:10 - 11:10 a.m. - Significant Findings and Shortcomings in  
Northeastern States Studies --  
General Effectiveness of Extension..Meredith C. Wilson  
General Effectiveness of Home  
Economics Extension ..... Gladys Gallup
- 11:10 - 12:00 noon - Assignment of representatives of northeastern  
States and Federal staff to committees.
- 12:00 noon - 1:30 p.m. - Lunch



Monday, March 14 (Continued)

1:30 - 5:30 - Committee work sessions -

Committee No. 1 - Consideration of the study, "Effectiveness of Extension Work in Maine." ... Room 6446

Stacy Miller, Maine - Chairman

Charles E. Potter

H. P. Mileham

J. W. Dayton, Mass.

Louise Whitcomb, Del.

Douglas Ensminger

Committee No. 2 - Consideration of the study, "New Hampshire Extension Looks at Itself." .... Room 5041

S. W. Hoitt, N. H. - Chairman

Florence L. Hall

Ralph Fulghum

Beatrice Judkins, N. H.

Donald P. Allan, Mass.

E. J. Niederfrank

Committee No. 3 - Consideration of Home Demonstration Studies, "Farm Women Look at the Home Bureau", Chemung County, N. Y.;

"Organization Study", Mass;

"The Extension Service in Vermont:

Part Two-Farm Women and the

Extension Service" ..... Room 6441

Mrs. Ruth Clark, Conn. - Chairman

Helen Smith, Md.

H. N. Reist, Pa.

Mary L. Collings

Tuesday, March 15

9:00 - 10:00 a.m. - Significant Findings and Shortcomings in Recent Radio Studies ..... Lucinda Crile

10:00 - 10:45 a.m. - Significant Findings and Shortcomings in Recent 4-H Club Studies ..... Laurel K. Sabrosky

10:45 - 11:00 a.m. - Recess

11:00 - 12:00 noon - Use of Annual Reports as a Means of Evaluating Extension Work - Use of Farm and Home Visits in Evaluation ..... Mary L. Collings

12:00 noon - 1:30 p.m. - Lunch

1:30 - 5:30 p.m. - Committee work sessions.

Wednesday, March 16

9:00 - 9:45 a.m. - Studies in Program Planning and Other Broad Areas of Extension Which Should Receive National Emphasis ..... Douglas Ensminger

9:45 - 10:30 a.m. - Needed Studies in Motivation ..... Fred P. Frutchey

10:30 - 10:45 a.m. - Recess

10:45 - 12:00 noon - Report of Committee No. 1

12:00 noon - 1:00 p.m. - Lunch

1:00 - 2:15 p.m. - Report of Committee No. 2

2:15 - 2:30 p.m. - Recess

2:30 - 3:45 p.m. - Report of Committee No. 3

3:45 - 5:00 p.m. - Summary of conference and plan of the report which is to go to the Northeastern Regional Committee on Studies and later to the Directors of Extension in the Northeast.



Outline Followed by Each Committee

- I. Focus the Facts. (Study the Facts)
  - A. Review the study or studies.

Classify the findings of the study under appropriate headings, such as:

    - (1) Major changes or practices adopted.
    - (2) Participation in Extension.
    - (3) Knowledge of Extension and attitude toward Extension.
    - (4) Program determination.
    - (5) Program content.
    - (6) Carrying out the program--Extension methods.
    - (7) Organization of people and local leadership.
- II. Filter the Facts.
  - A. Select one or two significant facts under each classification.
  - B. Point out facts of regional significance.
- III. Face the Facts. (Apply the Facts and Follow the Facts)
  - A. Make recommendations as to how facts from the studies might be presented back in the States, including suggestions for visual presentation.
  - B. Make recommendations as to the application of these facts or changes which might be made in Extension programs, in view of the above facts.
- IV. Ascertain the gaps in the findings and make recommendations for further studies which will supply missing information. List studies which need to be made in the Northeast and designate those which might have regional significance.

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PERSONS IN ATTENDANCE AT THE CONFERENCE

Mrs. Ruth Clark, State Home Demonstration Leader, Storrs, Conn.  
Miss Louise Whitcomb, Home Management Specialist, Newark, Del.  
Stacy Miller, Executive Secretary, Orono, Maine  
Helen Smith, Ext. Assoc. Prof. Home Management, College Park, Md.  
J. W. Dayton, State County Agent Leader, Amherst, Mass.  
Donald P. Allan, Secretary, Amherst, Mass.  
Beatrice Judkins, State Home Demonstration Leader, Durham, N. H.  
S. W. Hoitt, Asst. Director, Durham, N. H.  
H. N. Reist, Prof. Agr. Econ. Ext., State College, Pa.

Members of Federal Extension Staff, Washington, D. C.--

Division of Field Studies & Training

Meredith C. Wilson, Chief  
Gladys Gallup, Asst. Chief  
Douglas Ensminger      Lucinda Crile  
Fred P. Frutchey      C. Herman Welch, Jr.  
Mary L. Collings      Amy G. Cowing  
Laurel K. Sabrosky      Ola H. Bennett

Division of Field Coordination

Florence Hall      Gertrude Warren  
Chas. Potter      E. H. Shinn  
Ed Aiton

Division of Extension Information

Ralph Fulghum      Harry Mileham

Division of Agricultural Economics

E. J. Niederfrank



AREAS WHICH APPARENTLY NEED FURTHER STUDY  
as Indicated in the  
Review of Extension Studies Made in the Northeast,  
Talks Given During the Conference,  
Committee Reports, and Discussions

1. Extension Administration and Supervision

Examples:

- a. Analysis of the job of subject-matter specialists, supervisors, administrators, and county agricultural agents. (Analysis of job of home demonstration agent has recently been done.)
- b. Personnel needed in counties of various sizes in terms of teaching load and clientele to be reached.
- c. How best to do home demonstration work through home demonstration clubs or through interest groups, or both. Need for such studies to be set up on an experimental basis.

2. Personnel training

Examples:

- a. Need for further studies on selection of personnel. (What are the qualities and qualifications that make for successful Extension agents).
- b. Under-graduate educational needs of those who plan to enter Extension work:
  - (1) Curriculum including general education adapted for county agents, club agents, home demonstration agents, subject-matter specialists.
- c. Graduate training for Extension workers; types of specialized study, programs advisable for each group.
- d. Need for further studies on the training of agents - induction and in-service.

3. Program planning

Examples:

- a. Effective procedures in program planning that will:
  - (1) Assure program adaptation to needs of people and that will develop programs to help people.
  - (2) Help people to increase their ability in diagnosing their own situations.
  - (3) Assure variety and flexibility in programs to take care of differences in needs of people.
  - (4) Help to relate practices adopted by one group to needs of other groups.
- b. The kind of Extension Service that meets the needs and interests of rural people. What are their attitudes, interests, thinking?
- c. Differences in needs of farm people, rural non-farm, and urban people.
- d. Criteria for determining priorities for activities or the relative importance of jobs to be done.
- e. The need for further information on youth interests and behavior.



#### 4. Rural organization and leadership

Examples:

- a. Best methods of selecting and working with "natural" leaders so as to further the spread of Extension information.
- b. The kinds of information which rural people receive through local leaders.
- c. The value of direct contact of the agent versus the local leader working with adults.
- d. How local leadership operates:
  - (1) In reaching the group not organization minded.
  - (2) In using information from leader training meetings.
  - (3) In conducting meetings.

#### 5. General effectiveness of Extension

Examples:

- a. Need to bring such studies up to date. Has there been enough change in the over-all situation in the past 15 years so that the findings of these studies no longer hold true?
- b. Need to know reasons why people do not adopt practices recommended by Extension as well as reasons why they do adopt practices.

#### 6. Extension methods

Examples:

- a. The effectiveness of methods and programs with respect to reaching young homemakers.
- b. The effectiveness of methods with respect to various types of population and of different types of subject matter.
- c. Function of the radio as a method in the Extension program.
- d. Types and uses of visual aids and their place in relation to other methods.
- e. Effectiveness of different types of discussion procedures.

#### 7. 4-H Club work

Examples:

- a. Studies of project work.
- b. Studies of 4-H Club activities.
- c. Studies of contests and awards.
- d. Studies of record keeping.
- e. Studies of parent cooperation.
- f. Studies of place of 4-H Club in the community.
- g. Studies of all phases of 4-H Club work, particularly in relation to membership 13 years of age and over.
- h. Studies of urban 4-H Club work.
- i. Studies of why boys and girls do not join, and, for those that do, why they drop out or fail to re-enroll.

#### 8. Motivation

Examples:

- a. Studies of motivation, adults and youth.
- b. Special studies on motivation, such as why people do not participate in Extension.
- c. Special studies on motivation related to the younger homemakers.



## 9. Evaluation

### Examples:

- a. Analysis of techniques that have been used to evaluate Extension.
- b. Criteria by which the effectiveness of Extension programs should be measured; for example, "In further studies of the general effectiveness of Extension, one of the things to be considered seriously is the measuring devices employed in the early studies and the measuring devices used in more recent studies. Perhaps an even better common denominator of Extension accomplishment can be devised."
- c. Possibilities of setting up experimental counties for testing out various types of Extension organization, administration, program planning, and teaching methods.

### General suggestions for those making Extension studies:

1. Careful planning of studies at least six months in advance of making study, and release of data at the earliest possible moment.
2. More use of studies--possibly of setting up pilot community or county program which would attempt to utilize the research findings and recommendations and to correct the techniques and weaknesses which the studies have pointed out.
3. Presentation of studies to administrative groups. It might be helpful if past studies were analyzed by topics and their findings presented to administrative groups, and they, in turn, develop procedures for putting them into operation.
4. Presentation of studies. Recommendations were made that the findings of studies be presented visually by use of flannel graphs, charts, slides, slide films, and maps.



SUMMARIES OF TALKS ON  
SIGNIFICANT FINDINGS AND SHORTCOMINGS IN NORTHEASTERN STATES STUDIES

General Effectiveness of Extension

By

Meredith C. Wilson

It would seem that over the years in the Northeast and throughout the country there has been a sufficient number of studies of the general effectiveness of Extension to provide a reasonably adequate basis for appraising factors, like land ownership, age, education, size of farm, and similar factors upon Extension coverage. We have enough information to establish conclusively the importance of participation and contact with Extension. As a result of the studies we have a fairly satisfactory picture of the relative influence of methods and their relative cost.

There are many serious shortcomings to these earlier studies. First is their very age. The question is: Has there been enough change in the over-all situation in the past 15 years so that the findings of those studies no longer hold true? Another very serious shortcoming would be the sampling employed in the earlier studies. We had not advanced so far in this scientific area at that time. In many cases, however, the size and nature of the sample and other considerations largely offset some of the weaknesses in sampling procedure.

In further similar studies one of the things to be considered seriously is the measuring device employed in the early studies and the measuring devices used in more recent studies. Perhaps an even better common denominator of Extension accomplishment can be devised.

General Effectiveness of Home Economics Extension

By

Gladys Gallup

A brief review of home demonstration studies made prior to 1936 brings out the following facts:

In all studies over one-third of the farm homes had adopted practices advocated. In the adoption of practices, the (1) education of the homemaker, and (2) her participation in Extension activities had great influence in changing practices. The method demonstration was found to be the most used teaching device and was credited with over 40 percent of all home economics practices adopted.

The studies covered the reasons for non-participation. The reasons were basically the same throughout the diverse areas. Lack of transportation, no one to care for small children, and poor health were most frequently given.

Further studies were made of the effectiveness of Extension work in home economics subject-matter fields. Contact with Extension through attendance at meetings, visits to demonstrations, home calls by Extension workers, and the like, were by far the most important factors in the acceptance of Extension information.



Since 1936 studies have been made in an attempt to determine how effective the home demonstration Extension program is in reaching rural people. These studies center about four questions:

1. What is the relative proportion of rural homemakers who are, and who are not, participating in home demonstration programs?
2. How do participating homemakers differ from those with whom the program has no direct contact?
3. What are the reasons for participation or non-participation of homemakers?
4. What is the relative effectiveness of each of the various methods used in the home demonstration program for reaching rural families.

In these studies, it was found that of the homemakers interviewed a little more than one-half (55 percent) were participating, or had participated, in Extension. The average social and economic level of participating homemakers was found to be somewhat higher than that of the non-participating homemakers.

The two most important factors which determined participation were: (1) Education of the homemaker, and (2) her ability to get to meetings.

Reasons for non-participation differed little from the earlier studies. Relative effectiveness of methods differed little. The method demonstration seems to have influenced the adoption of 44 practices out of every 100 changed.

Suggestions for reaching rural people were given in these studies.

Gaps in these studies center around:

1. Need of knowing why homemakers do not adopt practices recommended by Extension.
2. Age of studies. Studies on methods need to be brought up to date.
3. Need for studies of individual methods.
4. Need for studies which will give more adequate information for reaching young homemakers.
5. Need for studies to be set up on an experimental basis. Need to study how best we do home demonstration work through home demonstration clubs or through interest groups, or both.
6. Need for studies which will indicate effectiveness of Extension in specialized subject-matter fields.
7. Need for studies which will help us to relate practices adopted to needs of people.



## Recent Radio Studies

By

Lucinda Crile

The small amount of data we have seem to indicate that:

A large proportion of people listen to the Extension programs.

Many listen regularly.

The time when most men, women, and children are listening is during the evening hours and at mealtime.

12:00 o'clock noon is preferred by both men and women for Extension programs.

The radio reaches large numbers of people who do not participate in Extension otherwise.

Farm people seem to give preference to news, market and weather reports, old-time and religious music, farm and home talks.

Rural people have few suggestions for improvement in radio program service.

The people do take action as the result of the radio--if the programs are on the air at a time when they can listen to them. No exposure--no action.

They seem to take action of any type suggested, including the adoption of practices--if the subject content pertains to their needs and interests.

The three chief shortcomings in the radio studies seem to be:

1. The lack of uniform procedure in making the studies and presenting the findings. We have almost no data from the various studies that we can add together.
2. The wide differences in program quality and program situations studied.
3. The lack of information on a wide range of important factors pertaining to radio; such as, the relative effectiveness of all methods in terms of costs and results; the kinds of jobs radio can do best, the relationship of specific differences in program quality and program situations to results.

These three major shortcomings make it difficult to summarize our data and generalize on it and to interpret and apply it.

There are three main places where the use and effectiveness of radio should be studied:

1. On the farm.
2. In the Extension offices.
3. At the broadcasting stations.

Our studies are particularly lacking in information on factors involved that lie:

Within the programs and the Extension service; such as, program content and quality, and cost in time and travel, and

Within the broadcasting stations and broadcasting situations; such as prestige of station and its other programs, adjacent and competitive listening.



Recent 4-H Club Studies

By

Laurel K. Sabrosky

The field of 4-H Club work is so wide and varied that a large number of studies can be and have been made without some of the phases ever being studied, and none of them being fully covered.

Major studies completed during the past ten years, both in the northeastern States and other regions, have mainly gone into the areas of club organization, local leadership, parent cooperation, and educational results, but areas such as project work, activities, contests and awards, and record keeping have been touched. Studies now underway or definitely planned should provide us with further information in the areas of club organization and local leadership, and a good deal of information on the relationship of all phases of 4-H Club work and the 1st-year 4-H Club member.

The two New England cooperative studies--4-H Club Work and High School Youth, and Parent Cooperation--are examples of good cooperative work on the part of supervisors. They provided information on what kind of clubs, members, and leaders tended toward keeping boys and girls in 4-H Clubs as they entered high school, such as the fact that boys and girls who joined 4-H Clubs when 10 years old were more likely to still be in 4-H Clubs when they reached the age of 14 than those who joined at an older age; and on how parent cooperation can be obtained, such as the fact that holding 4-H Club meetings in members' homes seemed to bring about better parent cooperation. Two central States cooperative studies of local leadership revealed the major problems of local leaders, such as the training of judging teams. A series of seven studies on the educational results of 4-H Club work proved that members gained significantly more knowledge in the project fields than non-members did during the same period of time. A local-leadership study now being made in New York should tell us more on how to retain local leaders in 4-H Club work; a study of school vs. non-school clubs in West Virginia should give us leads as to how these types of clubs compare in relationship to certain criteria; and a planned study in the western States is aimed at solving the problem of so many 1st-year 4-H members never re-enrolling for a second year.



REPORT OF COMMITTEE NO. 1 - MAINE STUDY ON ORGANIZATION  
AND PARTICIPATION IN EXTENSION 1/

Background of Study

Rural communities in Maine have a large number of organizations which serve a wide range of interests. These include the Church, PTA, fraternal groups, farm organizations, 4-H Clubs, and Boy and Girl Scouts. These were created to meet specific social or economic needs and are all dependent upon local volunteer leadership. Little has been done to appraising the aims, functions, and results of these organizations, or the possibility of coordinating their efforts.

The Extension Service is concerned with the organizational pattern in rural communities. It has 417 local groups that are dependent upon local leadership to carry out their programs. The objectives of the study were to study local organizations in rural Maine communities, with particular emphasis on the Extension organization, and to determine what contribution is being made to community progress and to the development of local leaders.

Cooperative effort on the study involved the Division of Field Studies and Training of the Federal Extension Service, the Bureau of Agricultural Economics, the Maine Extension Service, and the Maine Experiment Station. It is an intensive study of three communities rather than an extensive study of several areas. Three townships were selected which are rather typical of three different areas within the State. One of the towns selected was Easton in Aroostook County. It is in an area of intensive commercial potato production. Another town was Turner in Androscoggin County, in the southwestern part of the State. This is in an area of general farming, and the leading farm enterprises are dairy, orchards, sweet corn, and lumber. The third town selected was Addison in Washington County in the eastern coastal section. This is an area of relatively few full-time commercial farms, the majority of the population being part-time farmers and rural residents. Much of the income in Addison is derived from the fishing industry.

The settlement patterns of these three towns differ. Easton and Turner have one and two villages, respectively. Addison is organized on a neighborhood basis with three separate neighborhoods. These neighborhoods are about eight miles from each other and the area between them is largely unsettled, which makes for a more closely-knit neighborhood system.

The field work for the study was done in October, 1947. The personnel consisted of a few people from the Federal office and 23 different Maine Extension agents. The material was coded by the Bureau of Agricultural Economics and the cards punched and tabulated by the Maine Agricultural Experiment Station. The data were summarized jointly by the Bureau of Agricultural Economics and the Maine Extension Service.

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1/ Community and Extension Organization Study in Selected Maine Towns -  
By Donald G. Hay, Bureau of Agricultural Economics; Douglas Ensminger,  
Extension Service; Stacy R. Miller, Maine Extension Service; and  
Edmund J. Lebrun, University of Maine.



### Findings Which Have Regional Significance

The study itself sought to find out from the people the kind of leadership they would expect Extension to give in the immediate years ahead. In response to the question, "Should Extension broaden its scope and function," 65 percent of the men and 80 percent of the women expressed themselves as favoring Extension in increasing its educational leadership in such fields as community problems, health facilities, recreation, local taxation, public policies and programs, and World affairs.

The agricultural phase of Extension is at present giving major attention to Maine commercial farmers and their families. If Extension accepts responsibility to other groups, particularly rural nonfarm groups, it must plan to reach them with additional subject matter and to use additional methods.

#### 1. Major channels of communication

- (a) The study identified the following major channels of communication: i.e., ways ideas and information reached families and their organized patterns of participation--newspapers and magazines, bulletins and circulars, radio, formal organizations, agencies, family visiting, and informal group activities. These various channels of communication are the major ways that families receive information and participate in agency and organizational programs. An analysis of the participation of the families in these channels of communication shows that better than 85 percent of all families are reached by each of these channels of communication.

The study also shows that formal organizations tend to reach those in the higher socio-economic level, while low level of income groups tend to participate more in the informal activities. It suggests that the people in Maine are in a sense already organized to participate in many activities. The findings suggest that when approaching a new assignment, Extension should raise the question as to whether or not they should always seek to set up a new organization or to find ways and means of mobilizing and coordinating the existing organizations and agencies in order to effectively carry educational programs to the people. Certainly effective coordination of all would be the best guarantee of extended coverage.

These channels of communication are resources which are available for the Extension worker to use and work through and with. In addition to the commercially used channels of communication; such as radio, publications, and the press, the survey showed that high percentages of the people are reached through their membership in formal organizations, their informal family visiting practices, and a wide variety of informal group activities. This raises the question whether Extension workers should be making greater use of these channels in carrying their programs to rural people. We recognize that there is over-lapping between these major identified channels of communication.

Of all rural organizations, the Church has the highest participation--from 64 percent to 96 percent in these three towns, and most effectively reaches all socio-economic status groups in each of the towns.



Sixty percent to 84 percent of the people participate in the following four groups of informal activities: Fairs, movies, town meetings, and family activities. Other informal activities also reached substantial proportions of the people. Evaluation of the effectiveness of such activities in reaching people were taken into consideration--for example, how often during the year the people took part in them.

Because of the changes which have occurred in locality group organization (neighborhoods and communities), the Maine Extension Service wanted to know the kinds of attachments rural families had to neighborhoods and trade-centered communities. The study revealed that families do have strong attachments to their trade-centered communities, and that families in the higher socio-economic status group express a more intense attachment and identification to the community center than do those in the lower socio-economic group. Except in Easton, where commercial agriculture is more advanced, neighborhoods are still very important locality groups.

- (b) The people are cognizant of a variety of sources from which they obtain help or ideas on farming or homemaking, including the radio, press, agricultural teachers, commercial representatives, neighbors and friends, the Experiment Station, government representatives, and farm and home visits by the county Extension worker. The conclusion one draws from this information is that farm people look to many sources for educational assistance. It suggests to Extension that its job in the over-all field of education is to help the people and the agencies and organizations to generally develop a comprehensive county program and to then aid in the coordination of all these educational resources toward the meeting of these recognized problems and needs. It also indicates that there is no lack of means to get the information to the people.

Radio not only reaches all levels of income, but it is the means which low-income groups stated as the most preferred source of information.

In using these media, we need to go back to basic principles of education and recognize that they have to be used in their place, and skillfully.

#### Recommendations

1. When faced with a new program, or when deciding to broaden Extension's scope and coverage, all county and home agents would benefit by making a similar inventory of the organizations and find out their coverage and how they may be mobilized and used in connection with Extension's educational program.
2. In using new channels of communication, Extension workers may need to develop a special knowledge and skill in order to make most effective use of them. Specialized training in this may be needed.
3. Because of the attachments families have to neighborhoods and communities, Extension should recognize that there are significant locality groups for meetings and leader selection.



## 2. Youth Program

All organizations have a common difficulty in maintaining membership in the age group 14-25. The study shows that within this age grouping, Extension also encounters difficulty in reaching and holding this age group.

Apparently, no organization has solved the problem of reaching and effectively holding this age group. It raises the question as to whether or not a formal organizational approach is always appropriate for this group. It certainly suggests the need for careful appraisal of the interests and behavior patterns of this segment of the population. If we know what their interests are, then we might be in a better position to determine what kind of an educational program would challenge their interests.

### Recommendations

Since Extension and all other organizations have a common difficulty, it would seem appropriate first to develop an inquiring frame of mind about the interests and behavior of young people. This would include assembling all available facts on the situation and would probably involve a review of the appropriate literature on the subject. Extension might well finance and call on the cooperation of all research resources to carry on basic research in the field of youth interests and behavior patterns. The findings from this research should be tested in pilot county programs.

## 3. Leadership

The study shows that farm men and women do have in mind certain people to whom they look for advice and counsel in the field of ideas, practices, community organization and activities.

The study further shows that Extension is not at the present time familiar with the local acceptance of many of these people as leaders, and, as a result of this lack of familiarity, is not fully utilizing the leadership resources in the communities.

In general, the men look to leaders who are recognized as successful farm operators and that most of the leaders have a higher socio-economic status rating than the people who look to them for leadership. The women, on the other hand, want their leaders to have skills in the field of organization and time available to assume leadership activities. The women are more prone than men to look for leadership on their own level or below on the socio-economic scale. Some of the people who are leaders in one respect are followers in others.

### Recommendations

The Extension Service has always emphasized the development of leaders, but this study suggests that we should pay more attention to also recognizing and using leadership where it already exists. The techniques used in finding these leaders in the study is applicable to extended county use after agents are given training in recognizing and using leaders. These training opportunities should be provided at the State level for State leaders for their respective staffs.



#### 4. Gaps in Recommended Studies

- (a) The need for further information on youth interests and behavior has already been stated.
- (b) The study does not reveal the kind of information which rural people are receiving through newspapers, magazines, local leaders, and other sources.
- (c) The study does not go into the best methods of working with these "natural" leaders so as to further the spread of Extension information.

#### General Recommendations

The committee recommends that careful planning be done to put into operation the findings of studies. The procedures might include the setting up of pilot community and county programs which attempt to utilize the research findings and recommendations, and to correct techniques and weaknesses which the studies have pointed out. It might be helpful if past studies were analyzed by topics and their findings presented to administrative groups, and they, in turn, develop procedures for putting them into operation.

Consideration should be given to having a place on the Regional Directors' program to discuss significant research findings and counsel with the Directors in terms of application and procedures.

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REPORT OF COMMITTEE NO. 2 - THE NEW HAMPSHIRE STUDY 1/

I & II. The Facts, Focused and Filtered

A. Facts about the people and social organization

1. 94 percent of the people have strong attachments locally, based on townships and in some cases on small communities or neighborhoods within the township.
2. Commercial service and related contacts do not focus at the county-seat but on several sizable places--Manchester, Nashua, Peterboro, Milford, and Concord--in an adjoining county. Milford, where the county extension office is located, is the main center for only 14 percent of the people.
3. More people are connected with the Church than with any other single organization--80 percent; Farm Bureau 46 percent; and Grange 30 percent. About 20 percent are very active, 40 percent are relatively inactive, and 11 percent do not belong to any organization.
4. The survey showed that certain persons or families do stand out as key persons or natural leaders in the minds of other people.
5. Level of living and education are high. About 25 percent are comparatively new residents on their places, most of whom are young families. Only one-half the country families are full-time farmers. About 37 percent of the families had children of 4-H Club age.

B. Facts about Extension organization and program planning procedure

1. More use is made of local leaders in home demonstration work than in agricultural extension. Only about six percent of the farmers could name a commodity committeeman, demonstrator, or other leader; whereas 36 percent of the women could do so; but only 1 in 4 of these women knew how these leaders were selected. About 40 percent of the men and 55 percent of the women knew who the 4-H Club adult leaders were of their local clubs.
2. County extension organization: The county Farm Bureau Executive Board is the only over-all county group that concerns with Extension. There is a county 4-H Advisory Council, and a county home demonstration council is being formed.
3. Local extension organization: Home demonstration work is carried on through township chairmen and home demonstration interest groups in which the project leaders for particular meetings have the main responsibility, but agricultural extension is not organized locally.

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1/ New Hampshire Extension Looks at Itself - By E. J. Niederfrank and the New Hampshire Cooperative Extension Service staff. Durham, 1948.



4. Program planning in agriculture is carried on largely with county commodity committeemen usually selected by the county agent. Home demonstration programs are developed at meetings of the local home demonstration groups and at a county-wide annual meeting of women leaders.

C. Major changes or practices adopted

1. About 50 percent of the adults follow practices recommended.

D. Participation in Extension

1. About 70 percent of the men and 50 percent of the women participate in Extension. One reason for the apparent smaller proportion of women participating is that women participants living in villages were not included in the sample; also, the county has three agents for agriculture and forestry and only one home demonstration agent.
2. About 40 percent of the men and 30 percent of the women had attended an Extension meeting during the previous two years.

3. Those adults who participate most:

The full-time farmer and his wife (much more  
than those on part-time farms)  
Those in residence 20 years or more  
Those who are already most active in community activities

4. Those adults who participate least:

Those with low level of living  
Those with low schooling  
Women with children  
Residents of five years or less on place

5. 4-H Club participation (boys and girls of 4-H Club age)

26 percent were enrolled  
24 percent had been enrolled  
50 percent had never been enrolled  
10 percent of those 15-20 were enrolled

E. Knowledge of Extension and attitude toward Extension

1. One-third of the adults surveyed had little or no knowledge of the set-up and aims of Extension; and of the two-thirds who knew something of the aims and purposes, 73 percent stated the objectives in terms of specific practices, 20 percent in terms of better family living, and 7 percent included community or rural welfare.
2. Of those surveyed, about 83 percent of the men knew the name of the county agent, 62 percent of the women knew the name of the home demonstration agent, and 20 percent of the men and women knew one of the 4-H Club agents.



F. Carrying out the program -- Extension Methods

1. All people are not equally reached by all methods.
2. About 90 percent of the families have radios, and 42 percent of the men and 62 percent of the women mentioned radio as a source of information and ideas.
3. The most important sources of information other than Extension are farm and household magazines and grain or supply dealers. About 40 percent of the farmers turn to their grain or supply dealer as a major source of information.
4. The extension methods most frequently reported were:
  - Extension letters, announcements, circulars
  - Articles in newspapers
  - Extension meetings
  - Office calls, phone calls, or letter to agents

G. Program content

1. The main preferences of farmers were for information and help on pasture and land improvement, commercial poultry, farm machinery and equipment, marketing and prices, commercial dairying, farm management.
2. The main preferences of housewives were sewing and clothing care, home furnishings and redecorating, nutrition and family health, home management, and child care.
3. The survey indicated that people have more than simply preferences for technical information; they also have hopes and ambitions for family, for farm, and for community. Many men and women expressed alike, independently, that they want to raise their family well, educate their children, make a good home, fix up the house, be a good farmer, enjoy community life and the respect of neighbors, have time for vacation and travel. Many want to build up their small places. These expressions indicate that there is some basis for more family-community approach to Extension; also the importance of interpreting Extension programs, not in terms of Extension objectives but in terms of the objectives and hopes of the people.

III. Face the Facts

A. Suggestions for presenting the facts from studies back in the States

1. State participants in regional and national conferences pertaining to studies report back to their respective State staffs.
2. Federal office personnel pull out main ideas or findings (one or more from time to time), prepare in visual form, and send to the several States.
3. Federal office prepare a handbook or digest of findings from various studies, especially findings on main common problems or aspects of Extension work.



4. Have studies made in a State presented to and studied by entire Extension staff.
  - (a) Set up staff committees on different aspects of Extension work to work out conclusions and recommendations.
  - (b) Present findings to individual county or district staff conferences and help to apply them.
  - (c) Study findings at annual Extension staff conference by workshop method.
5. Set up State studies committee to analyze studies and to conduct further studies. This committee to inform the staff of its findings and to see that recommendations are adopted.
6. Highlight conclusions and suggestions in writing up studies.
7. Prepare slides of some of the tables and charts included in the report for presentation to various staff and other groups.

B. Suggestions for Extension work in light of above facts

1. Strengthen Extension organization
  - (a) Establish a widely representative county agricultural council (a home demonstration council and a 4-H advisory council already exist). From these, an over-all county extension coordinating council or rural development committee might be established later, in cooperation with the County Farm Bureau Executive Board.
  - (b) Make maximum use of local leaders, preferably set up on a community basis and widely representative. From these, an over-all community extension committee might be developed later. In home demonstration work perhaps local home demonstration groups might also be more definitely organized as organizations or clubs in some communities as a nucleus for the work. The <sup>club</sup> ought to have broad community concern for home demonstration work, or else be in addition to the community home demonstration chairman or committee of leaders.
2. Work out some main objectives in the mind of the staff for Extension work as a whole and for the three main lines of work.
3. Continually make conscientious effort to inform the people about extension work, especially the volunteer leaders, rural ministers, commercial people, community organizations and agencies.
4. Develop some definite cooperative arrangements with agricultural commercial personnel, perhaps such as joint development of desirable practices, and training in latest subject-matter information.



5. Include in program planning procedure some joint planning of agriculture, home economics, 4-H Club, and young people's work together, perhaps through one or more joint meetings of respective county councils. Such meetings might be of workshop or discussion nature, dealing with general farm, home, and community needs and evaluating present programs and methods.
6. Work toward broadening the program content to include especially:
  - (a) More subject-matter, and directed more specifically toward:
    - Small-scale farmers and home food producers
    - Young families
  - (b) Relatively more emphasis on pasture and land improvement; on marketing, prices, and farm management; on farm equipment and farm and home buildings.
  - (c) Relatively more emphasis on family life education, family health, recreation and other community welfare. Direct these toward both men and women.
  - (d) Unify programs, endeavoring to combine a variety of specialized projects into a few main programs, set up on more or less the family basis, such as "Building up the Small Place Program", "Eat for Health Program", and "Young Parents' Program", "Profitable Poultry Farming Program".
7. Assemble basic data about the county, including:
  - Delineation of communities
  - Identification of natural leaders
  - List of organizations, with names of contact persons or officials
  - List of Churches, with names of ministers
  - Land-use and type-of-farming areas.
8. Pep up methods of Extension teaching
  - Develop a regular radio program
  - Develop the newsletter or house organ idea
  - Make systematic use of newspapers.
  - Pep up meetings with sociability or recreation
  - Make plentiful use of discussion methods
  - Make maximum use of visual aids; always at least a blackboard
  - Direct certain methods towards certain groups with special subject matter for them, such as a newsletter for young mothers, special articles for the small farmer
9. Set up some staff committees to work out recommendations and policies for putting the above suggestions and other changes into effect.



IV. Gaps in Findings and Recommendations for Further Studies

1. Special studies on motivation or why people do not participate in Extension or adopt changes.
  2. More on what people would do (i.e., listen to radio). Studies too frequently deal with the past. We need to open up new vistas about what might be done to improve Extension or solve problems.
  3. More intensive study of the young people and young families not effectively reached by the Extension Service.
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REPORT OF COMMITTEE NO. 3 - CONSIDERATION OF HOME DEMONSTRATION STUDIES

The committee considered three reports - New York 1/, Massachusetts 2/, and Vermont 3/.

The following facts from these studies seemed significant to the committee, and from them certain recommendations are made:

I. Major changes or practices adopted. (Vermont and Massachusetts)

A. Significant facts

1. Those who have direct contact with Extension have adopted practices more regularly and to a greater extent.
2. Adoption of a practice once is not always an indication of continued or correct use.
3. Thirty-five percent of the homemakers had made no changes in their homemaking practices in past 5 years.
4. The more sources through which women get ideas, the more likely they are to adopt practices. Vermont report indicates that 54 percent of the women interviewed said they got ideas from 4 or 5 sources.
5. Education of homemakers seems to have a bearing on practices adopted. 82 percent of those with college training say they adopted 6 or more practices, and 46 percent with grade school training say they have adopted 6 or more practices.

B. Recommendation as to how facts can be presented in the States

1. A-4 and 5 above can well be added to the charts and slides already prepared.
2. A chart could be prepared on A-1 contrasting the number of practices adopted by those with and those without direct contact.

C. Recommendations for application of facts

1. These facts can be used with agents and lay people in program planning to show need for more continuity and repetition in programs planned.
2. Agents can use the facts in planning their work for the year to reach their objectives.
3. Supervisors can use these facts in agent training.

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1/ "Farm Women Look at the Home Bureau", Cornell Extension Bulletin 754, New York State College of Home Economics at Cornell University, Ithaca, New York, September, 1948.

2/ "A Study of Home Demonstration Organization in the Rural Towns of Six Counties of Massachusetts", Extension Service Circular No. 442, U. S. Dept. of Agr., February, 1947.

3/ "The Extension Service in Vermont - Part Two - Farm Women and the Extension Service", Extension Service in cooperation with Bureau of Agricultural Economics U. S. Dept. of Agr., November, 1947.



## II. Participation (all three States)

### A. Significant facts

1. From 38-45 percent of homemakers have at some time attended Extension meetings. One study shows 25 percent belong to a home demonstration group.
2. In Massachusetts, only one out of five women attends three or more meetings.
3. In addition to those who attend meetings, there is a small group who make other efforts to get information.
4. Of those attending meetings, the greater number are native-born, middle-aged, upper-income, and better-educated women.
5. One study gives evidence that some people did not know about meetings, had not been asked to join the group, and felt that members were indifferent to their joining.
6. There are homemakers that cannot be reached through an organized approach.

### B. Recommendations regarding presentation

1. On charts, show the number being reached by various means in terms of the total number being reached.
2. On a map, chart the homes being reached to indicate the areas covered.

### C. Recommendations regarding application

1. Early in the program for training agents, include training in methods other than meetings, especially in the use of radio and the press.
2. Agents and specialists should study value of a "series" of meetings versus one meeting.

## III. Knowledge of Extension and attitude toward Extension. (Vermont & Mass.)

### A. Significant facts

1. The studies show that from one-third to two-thirds of the homemakers know about the work of the home demonstration agent.
2. Almost all leaders in home demonstration work could frame an adequate statement of the purpose of the work. Only one-fifth of the homemakers could do this.
3. Among leaders there is a general belief in and a willingness to help carry out the Extension program.
4. Vermont study indicates that although women are favorable to Extension, they have some attitudes toward changes in the way the work is conducted.

### B. No recommendations regarding presentation



C. Recommendations regarding application

1. Plans should be made through the use of the press and other mass media:
  - a. To inform people about the purposes of Extension
  - b. To show the relationships between one branch of Extension and another.
2. Agents should inform program planning groups of the purposes and accomplishments of Extension work.

IV. Program determination. (Massachusetts only)

A. Significant facts

1. Massachusetts study gives evidence which suggests that the women did not seem to know how the program was determined.

B. No recommendations regarding presentation

C. Recommendations regarding application

1. Extension workers need to discuss with lay people program determination and the need for the ideas of all in building sound programs.
2. Train program planning group in techniques of planning.

V. Program content. (Massachusetts mostly, but a little from New York)

A. Significant facts

1. Homemakers associate home demonstration work with certain phases of the work and when other phases come up they do not go to the home demonstration agent since they do not associate that with her work.

B. Recommendation regarding presentation

1. Visually on charts, film strips, slides, and movies, present the scope of home demonstration work for use with committees and membership of home demonstration groups.

C. Recommendation regarding application

1. Extension workers should build up on the part of homemakers a knowledge of the various phases of home demonstration work.

VI. Extension Methods. (Vermont and New York)

A. Significant facts

1. The Vermont study shows that farm papers and magazines, newspapers, radio, other magazines, and friends and neighbors are effective sources of ideas. Sixty percent of the homemakers say they use ideas from these sources.



2. Direct contacts with the Extension Service were mentioned more frequently by native-born, upper-income, and better-educated women.
3. About two-fifths of the women think that the meeting is the best way to spread new information.

B. Recommendation regarding presentation

1. Present in graph form on charts, slides, etc., the findings relating to methods and the use of the ideas obtained through each method.

C. Recommendations regarding application

1. Extension workers should make a greater effort to make contacts with the lower income, less well educated, and with the foreign-born group since the studies show we have been making contacts with the better-educated, upper-income, native-born groups. Since 33 percent of the homemakers do not feel they want a home visit, the agent should plan the visit with great care.
2. Workers should make better use of radio, newspapers, and magazines to spread information.

VII. Organization of people and local leadership. (Massachusetts and New York)

A. Significant facts

1. The home demonstration organization has developed in rural women a willingness to accept leadership responsibilities.
2. The home demonstration organization plays a significant part in making homemakers aware of names of their own local leaders and to know functions of the leaders.
3. The home demonstration organization seems to be successful in giving leaders, but not homemakers, a clear and correct understanding of the scope of the home demonstration program.
4. Twenty-three to thirty percent of the leaders and 90 percent of the homemakers did not know how leaders are selected.
5. Experience in home demonstration work has brought about some results in increased initiative and resourcefulness.
6. Forty percent of nonmembers of home demonstration groups belong to only one organization and 35 percent belong to no organized group.

B. Recommendation regarding presentation

1. To assist in doing the educational job that appears needed to be done, use film strips or slides to show the types of leadership and the responsibilities leaders accept.

C. Recommendations regarding application

1. Home demonstration groups should make an effort to inform members as to who are the leaders, how they are selected, and what their responsibilities are.
2. Train agents to recognize the types of responsibility that women might assume.
3. Since some women do not belong to organizations, we should make plans to reach them in other ways.



The following recommendations for further studies are made:

1. Adult leadership - both formal and informal - working with adults, study:
  - a. Value of direct contact of agent versus that of leader.
  - b. Where leadership comes from in relation to amount of participation in program.
  - c. How leadership operates in
    - (1) Conducting meetings.
    - (2) Using information from leader training meeting, etc.
2. Informal leadership patterns.
  - a. How leadership functions in the community to reach the group not organization-minded.
3. Psychological reasons in back of non-participation.
4. Effective program planning procedures to get at needs of people and develop programs to help the people.
5. Need for variety and flexibility in programs to take care of difference in needs of homemakers.
6. Effectiveness of mass media as a teaching device - planned on a regional basis to get as comparable data as possible in different situations with different frequencies of presentation.
7. Training of agents - induction and in-service.
8. Selection of personnel.

We further recommend that the studies made be prepared in two forms - one the technical form with all the data presented, and the other in a popular form similar to the 4-H Club reports in the cooperative New England projects.

We also recommend that at the earliest possible moment available data be released.

Lastly, we recommend that a series of handbooks or manuals be started, based on the findings of studies. These should be popularly written for use by supervisors, specialists, and agents. They might include the following: methods, organization, leadership, program planning; training of personnel, etc.



STUDIES IN PROGRAM PLANNING AND OTHER BROAD AREAS OF  
EXTENSION WHICH SHOULD RECEIVE NATIONAL EMPHASIS

By

Douglas Ensminger

A careful analysis of Extension research over the years impresses one with the vast accumulation of knowledge already available. Added to research Extension has conducted is research in administrative management, management in labor relations, group relations, etc. It seems to me then that if you will first take research literature available in Extension and then look at the other research literature that has a relationship to Extension we see there is a big job yet to be done in fully digesting the things that are now known. I am impressed with the urgency for increased consideration and the action on the findings now known. I hope this conference will set a pattern.

Extension research areas might be classified as follows, under broad headings: Training extension personnel, effectiveness of extension, teaching methods and devices, program planning, administration, organization of people for Extension teaching, and 4-H and older youth studies. My judgment is that of all of these fields we now possess a more sustained body of uniform data in 4-H than any other area. It is also interesting that in this field we have now more research in the planning stage. Two things are highly important in the present plan of research in 4-H. In the first place, we will push for an answer as to why there is a high mortality after the first year enrollment in 4-H. We will next support basic research which will identify and analyze interest and behavior patterns of youth. These are the two greatest gaps in our knowledge of this particular field. Research over the years has done a lot to tell us the things that make for successful club work. We have passed over the analysis of why boys and girls are dropping out of 4-H. It is quite encouraging to note that we are now in the process of filling these two major gaps, to me, they are the major gaps.

There is a vast body of knowledge in the field of methods. Since some findings in this area are commonplace, we fail to appreciate their deep significance, and too often go merrily on our way blundering in our failures. Some of the needed research in the field of methods is to know how each method fits into the process of creating interest, motivating, and guiding acceptance of ideas and practices. While this is a most complicated area for analysis, I also feel it is one which of necessity must be given high priority. Let me illustrate for a moment. In the radio studies yesterday, the question was brought up: Are we justified in studying the radio separately? I think there is a growing feeling that we need to look upon the radio as a method in the field of education, as a method of communication. We do not know the actual place of the radio in this whole field of creating interest, motivation, and acceptance. Is radio primarily a method of creating interest, or is it also useful in the final stages of motivation? We do not know, but we must, through research, seek to find the answer.

As brought out yesterday, we get greater acceptance in the adoption of practices when we use in combination up to eight different methods. We do not know how these particular methods should be related one to the other in order to speed up motivation and acceptance. While we do have a vast body of knowledge in this particular field, there are many unknowns. The need for further research is clearly indicated

Across the Nation, Extension is training conscious. To be sure, there is not an absence of theories about training needs for extension workers. It seems to me, therefore, most urgent that we turn to research to find out what should constitute an adequate training program for both pre- and in-service training. It is because of our lack of knowledge in this field that I am so enthusiastic about the research project on training needs that Joe Matthews of Texas is now planning. Once he develops tested methods for finding out training needs for extension workers, we should encourage its being repeated in other sections of the country. Then and only then can we generalize about training needs. It seems to me that as we organize our summer schools and direct staff into advance work, we ought to know with some assurance how to counsel with them in terms of training needs.

There are many studies which have focused on the effectiveness of Extension. Unfortunately, however, we cannot draw any substantial generalizations. This is so because each study was designed with a slightly different focus and core questions were worded differently, making it unwise to add up the findings of any two studies. In the conference last week, we took the necessary action to correct our difficulties here, in recommending that we establish a committee to develop a set of core questions so that in each study in the general area of effectiveness we would all utilize a minimum number of uniform core questions. By following this course in the future, we can generalize from the studies in effectiveness. We are going to do the same thing for each of these major areas--establish a committee and develop a set of core questions in the field of training of extension personnel, teaching methods and devices, program planning, administration, organization, and 4-H and older youth studies. If the conference last week didn't accomplish anything else but this, it would have been very worthwhile.

Dr. Gallup and I feel that studies should give greater attention to understanding why many people do not participate and adopt practices. In general, our studies to date have been concerned with who does what. In the future, we should try to focus some attention on why people are not participating and why people are slow in the adoption of practices and new ideas. This might be approached through intensive case analysis of selected nonparticipating families.

Director Wilson said recently that he felt one of the blind spots in Extension was the lack of research in the field of human relations, particularly as it applied to administration. I would certainly agree. Much research is now under way in this field in industry. What is needed is for Extension to examine these findings and then determine what additional information is needed.

Now that Extension is completing its own readjustment and rethinking following the War, there is developing a wide interest in the field of program planning. Most all Extension workers feel capable of conducting a seminar on program planning, but few would have an answer as to where is the proof that their recommended plan for program determination will yield the results they attribute to it. There is less research literature in program planning than in any other area of concern to Extension. Only two publications are clearly focused on this problem and they suggest more than they reveal. Most people are agreed that Extension's place in the sun is dependent on giving leadership in helping rural people develop a comprehensive program.



We do have some plans to initiate some research in program planning. Two or three things are in the planning stage and one of them is about ready to go to the field. We are working with the staff of the Division of Field Coordination in developing plans to make an inventory of present methods of program determination for each of the States. Following this, we will want to work with a few States that have a deep interest in the field of program planning to set up some pilot types of counties and test the effectiveness of different methods of program determination. There is a very great interest on the part of a number of States in this particular field.

There is now being completed a 24-county study in the field of rural organization, which has far-reaching implications to Extension. This is a study carried on by the Division of Farm Population of BAE. I would want to wait for this series of studies to be summarized before saying what are the gaps for future research emphasis.

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Group Discussion

Ensminger - To what extent do you people feel that the kind of gaps that I have indicated are the real gaps, or do you feel that I have not placed proper emphasis upon places where we need research so far as the future is concerned?

Mrs. Clark - Program planning is a field in which we need very definite material and your plan sounds good.

Hoitt - I second Mrs. Clark's suggestion. It is of prime importance. If we do a bang-up job on program planning, we have licked a lot of weaknesses in other areas. We may not have the best personnel or methods but if we have what people want they will come after it if we give them every opportunity to do so.

Dr. Gallup - There are some studies on resistance being done at Opinion Research Center in Michigan on human relations which have great significance to Extension. Seems to me if we could get those and apply them, they would be a great help in program planning; they show so plainly that people would not resist change and would be much more interested if they themselves help plan programs. Some of that basic research would apply to Extension. We already know it but sometimes we do not make use of it.

Ensminger - One of the really big problems is how do we get Extension to the point where it is willing to look at and make use of the findings of research in other related fields.

Dayton - It seems that is very important. It is foolish to assume that our situation is so different from anyone else's that research and knowledge secured somewhere else doesn't apply to us. We can gain a lot by taking it and making such adaptations as we can.

Ensminger - How would we facilitate that?

Dayton - I suppose the first thing to do is to give us some contact with it. Perhaps there is some research that would apply that was done in industry, and it could be reported to Extension with some effort to point out the analogies. Industrial administrators to meet with our county managers and give them their thoughts on administration from without Extension, but which present some general problems that Extension managers have. If we get a few of those contacts, then we will put more faith in them.

Allen - There is a common gap in all of these studies, whether by Extension or industrial fields, and that is in getting the findings to a person, a county agent, who is cold on the subject of evaluation when it reaches him. It could be done by letter, or committee meeting--by many different ways of communicating ideas, but when it gets to the county agent he is not primed to it, he is cold, has to be motivated, stimulated, and some enthusiasm aroused. If findings are presented in the form of a table, such as the New Hampshire survey, the facts are all there, granted, but if there is something that a county agent can pick up and say, "Here's an idea I can try," get a little success on it, not particularly broad, it is one of the greatest satisfactions a person can get, probably one of the best motivating factors.

I can't put a finger on the winner, but with a person's experience in the locality with which he is working and with such general knowledge which indicates the direction he should take, determined through these different studies, it seems he is in a little better position to pick out something, coming out closer to the top.

Ensminger - As the State Supervisors increase in their understanding of the findings of research, I believe the best way to get those findings into county and home agent staffs is when they are talking about specific problems to show what the findings of research reveal in this particular area, put it into the framework of counselling and supervision. Wouldn't such a suggestion help overcome much of the thing you are talking about?

Allen - I think so, but I think the best qualified people should at least start the ball rolling, whether it be the State Supervisor, or county agent, or people trained in the field.

Hoitt - We can summarize the discussion of program planning by leaving the assumption that we folks back in the States will be looking to our mail constantly and occasionally will receive something from the Division office here, bringing us up to date on some findings in research or industry or allied fields. At the same time such findings will include, perhaps, suggestions as to how this might be applied in the States through supervisors, studies groups, etc

Dayton - More attention is needed on the weak spots of why people do not participate or why they do not respond in one way or the other. We have many studies now which point out some cases where they do not respond and weak places in the organization or in membership or in the activities, and if our studies can be directed as far as possible toward finding out why they do not do those things we will then be one step toward remedying the weak spots.



Wilson - I wonder if we should not give considerably more thought to reconstructing a positive approach to some of these problems, drawing upon our best information from research and setting up an experimental approach to try out combinations of things or things that research would indicate would help solve these problems--in an experimental way to test out these combinations of things. Then perhaps modify recommendations after several repeated trials.

Ensminger - "M.C." has hit on a very important thing for us to give more consideration to. It is using within the framework of Extension for Extension the same thing used in result demonstrations with farm people.

Dr. Gallup - The more we get people to do that, too, the more we will solve other problems of getting people to use facts.

Dayton - Does the Division of Field Studies and Training have any techniques or tools worked out that we can use to interest individuals in conducting a small evaluation study along with the start of the program, and can those be made uniform so that, if one question is asked in one particular area and another one in another area, or maybe in the same counties by different agents, out of them would grow something that would be of value as far as the study is concerned without having the problem of coordinating individuals to conduct one of these broad surveys?

Miss Collings - We do not have tools that are worked out on a very standardized basis, because teaching isn't standardized to any extent. We do have an outline we use that attempts to help a person go through a channel of thought, that makes them arrive at some phase--they are going to measure and plan for doing that. In connection with Illinois, we simply went back to the specialists' program and tried to help them see an evaluation of each lesson. In connection with each lesson, we tried to get them to think through a plan for evaluation.

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## NEEDED STUDIES IN MOTIVATION

By

Fred P. Frutchey

It has been said that if you get people to want to do something very much, you had better get out of their way or they will run over you trying to get what they want. Motivation is the important thing in Extension education because Extension is voluntary education. We are always concerned about how to get people out to meetings, how to keep older boys and girls in 4-H Club work longer, how to get persons to adopt improved practices, and so on - in short how to motivate them to do things of their own accord.

We try to provide them with satisfactions in doing these things or the promise of satisfaction to get them to try. When we also make practices easier to do, we are likely to get greater action.

There are times when we must not only overcome inertia but must also overcome stubborn resistance. How to do these things is an important job of an Extension worker.

Motivation covers a broad field in Extension. Extension studies of motivation would necessarily be many and take a long-time program of studies. Year by year these careful studies can be made, thereby providing a factual basis of information on motivation in Extension work.

One of these studies was proposed some years ago, postponed during the War, and has now been brought out for study. This is a study of 4-H Club contests. A committee is being formed at the present time to make that kind of a study. Is this an important study? Do you think there is a need for a study of this kind?

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### Group Discussion

Dayton - I presume that in this field of motivation there is much known from research psychological studies. Although we need studies of motivation in Extension, we must sooner or later learn to consider acceptable studies in other fields and their application to our field of Extension.

Frutchey - There are many studies of motivation in other fields but some have conflicting results due to differences in experimental conditions. We usually like to try out the findings in other fields to test whether they really apply.

Dayton - One question we need answered is, "Are contests good for 4-H Club work?"

Frutchey - How will we define the word "good"? What evidence can we get that will show whether they are good or not?



Dayton - Holding enrollment is one measure, the percent of completions is another, and the degree to which people actually participate is a third.

Hoitt - Do contests motivate to greater project achievement?

Allen - The study should tell whether Extension agents are spending too much time for the results they are getting. What effect have contests on local leaders and the way in which they do their club teaching?

Frutchey - These are helpful questions.

Collings - If you study reports back for years, you can find a lack of success of contests written into reports. You could get some evidence from big newspaper projects. The number of people responding is sometimes quite sizeable, but in completion the number drops down tremendously.

Wilson - Do you always need competition in connection with prizes and awards?

Niederfrank - Great care needs to be taken in making a study of contests. The way a leader presents it, the emphasis he gives it has a great deal to do with value of the contest or with its effect. Maybe we should study how certain ones are handled under different conditions and compare results of certain contests with others. Maybe we could find some cases where the contest was the minimum factor. We need to get at the process by which the club members became members. Were they enrolled on the basis of contests, or appealed to, or some other means? Study enrollment and how a club came to be organized and the process of members getting to be members.

Reist - In a study in Pennsylvania, we were very much interested in the fact that members of the 1928-37 period in stating their lasting impressions of 4-H Club work did not mention contests to any great degree.

Wilson - Is that a case of older people looking back and evaluating the past on the basis of more mature judgment?

Dayton - On what basis do we want to appraise contests? If the major objective is better citizenship, maybe one of the ways to appraise contests is working back to other people who have been through it and now praise it for what effect it had upon them later on.

Allen - I would like to ask if there has been any study or any planned on the amount of time spent in preparing and the effectiveness of the myriad of reports that are prepared by Extension county agents and State staff members.

Wilson - Some work has been done in North Carolina. They did a good deal of work on reports recently and rather completely revised their reporting system, tying it more definitely into their administrative and supervisory uses of reports.

Allen - We started to do that. Is anything available from the work done in North Carolina?

Wilson - See Mr. Herman Welch, or write to Mr. Fred Sloan in North Carolina.

Frutchey - Our time is about up. In any study of motivation in Extension we should not try to cover the whole field, because it is too broad. We should start with an important and practical question. Then the information collected will have a practical application. As further studies of this type are made, the whole field will be covered in time very thoroughly.

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## USE OF ANNUAL REPORTS AS A MEANS OF EVALUATING EXTENSION WORK

By

Mary Louise Collings

Both the annual narrative and the statistical reports are useful in evaluating Extension work. No specific plan for analysis and interpretation of reports has been devised. Some of the difficulties in using the reports as evaluation devices are:

1. Reports generally do not list objectives. Any evaluation plan starts with objectives.
2. The evidence of accomplishment recorded in reports is largely in terms of the secondary level of evaluation; i.e., is concerned with the opportunities given to rural people to change behavior rather than evidence of actual changes made in behavior by rural people who participate in Extension education.
3. There is no standard generally agreed upon by which to interpret the results of a program. The need for flexibility in the Extension program and the complexity of county situations makes Extension workers fearful of uniformity and prevents standardization. A flexible standard based on and adapted to local situations has not yet been devised.

In spite of these difficulties, the annual narrative and statistical reports are useful in evaluation. They are best used at present to measure progress made from year to year within a county by comparison of results with the potential.

The narrative report is especially useful where time and thought is given to the section headed: "Significance of the year's progress in terms of better agriculture, homemaking, improved boys and girls, better rural living, etc." Some Extension workers include in this section of their reports excellent observations that give evidence of achievement - on the primary levels of evaluation - of changes in the behavior of people.

To provide more evidence of this sort we need to help Extension workers to make better observations and to develop devices which they can use to collect and record evidence.

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SIGNIFICANT FINDINGS AND SHORTCOMINGS IN NORTHEASTERN STATES STUDIES

General Effectiveness of Extension

By

Meredith C. Wilson

The first study which might be considered Extension research was made in 1912 and involved several of the eastern States. The modern era of Extension research began about 1922. The first study affecting the Northeast was started in New York State in the fall of 1923, data being collected in two additional counties in the spring of 1924. Reported in Cornell Bulletin 104. It was not the first study of the series--first one was made in Marshall County, Iowa, in 1923.

In 1925 there was the study of general effectiveness of Extension carried on in New Jersey; along with it a study of local leadership. New Jersey Bulletin 50. Pennsylvania carried on a similar study in two counties in 1926. Rhode Island in 1928--repeated five years later.

More recently, of course, there have been two studies in the northeastern States which might be considered general effectiveness studies, although somewhat different from earlier ones--the Vermont study made in 1946 and the New Hampshire study made in 1947. Quite significant differences exist between these later studies and the earlier ones.

In the earlier studies the unit of measurement was the adoption of a practice by farmer or farm woman. There are certain limitations--also great strength--in that measuring device. It tends to express the immediate result of Extension teaching effort and considering the longer pull may also be indicative of the contributions of local leaders, and the training of boys and girls in 4-H Clubs in better farming and homemaking.

This unit of measurement would seem to meet all of the requirements of a measuring device for educational research. The fact that results are expressed in number of people influenced to adopt practices and the number of specific instances of practices changed makes it possible to add up data from different studies and make comparisons.

In all of these general studies, attention was paid to the extent to which families had participated in Extension activities. Data were also obtained on the extent to which there had been some kind of direct contact between members of the farm family and representatives of the Extension Service.

The information from these earlier studies is not essentially different in character. Results were expressed in terms of percentages of farmers and homemakers reporting changes identified with Extension teaching effort. A certain uniformity in results ran through the studies and yet, at the same time, there was plenty of variation in the different areas studied.

Considering all of the early general effectiveness studies, the differences between agricultural and home economics practices adopted largely reflected the differences in length of time of employment of county agricultural and home demonstration agents. Agricultural extension also had a running start because of the Farmers'



Institute work which preceded Smith-Lever Extension. The home demonstration agent also had a somewhat larger clientele than the agricultural agent, due to the interest of village homemakers in home demonstration programs.

In general, the northeastern studies and similar studies in other parts of the country showed that in the sample area studied about 80 percent of the farm families were able to identify some farm or home changes due to Extension. The number of instances of change averaged about 3-1/2 per family.

The owner-operator's family had somewhat more contact with Extension and was somewhat more likely to make changes than was true of the tenant-operator's family. That tendency seemed to be even stronger in the case of home economics information than in the case of agricultural information. This was a logical expectation, but the relatively small difference found did not offer a very satisfactory explanation of the variation in the percentage of families reporting changes in practice in the different study areas.

The distance from the Extension office was not a very important factor. There was a little tendency for those farm families out some little ways from the county seat of town to report more changes than those closer by, suggesting that those closer by were not full-time farmers. The kind of road running by the farmstead did not seem to have much bearing upon the extent of influence of Extension.

When the records were grouped on the basis of education, some significant differences showed up. In general, education seemed to be a more important factor in the case of home economics than in the case of agricultural information.

On the question of age. Studies published in 1928 showed, as far as Extension is concerned, about the same influence of age of rural people in relation to use of Extension information, as was pointed out later in Thorndike's Adult Learning, published in 1932. There was a tendency for the group of farm women, aged 35-45, to adopt slightly more home economics practices than the age groups just above or just below. The farmer age group that reported highest number of practices adopted was the 45-55 year group. In our Extension programs, as a result of these studies, we were very early able to dismiss the question that older farm people could not be influenced to adopt new practices. Thorndike's book on Adult Interests explains the reasons for this. In other words, education was of considerable importance, but age was not.

When we came to factors like participation in Extension activities and contacts with Extension agents, we found very striking, very direct, very positive relationship existing between such groups and the extent of use of Extension information. Possibly some of the early types of Extension reports which emphasized agent activities were not so bad after all.

The studies of relative influence of methods emphasized that it was not just one kind of exposure to Extension, such as attendance at a meeting or getting a bulletin, that was responsible for change in practice, but the accumulated influence of several kinds of ways of disseminating information. The matter of indirect influence was not thought of at first as a teaching method. It was omitted from some of the earlier studies. Field experience quickly pointed out the passing on of Extension information from one neighbor to another was an exceedingly important factor in Extension teaching. Certain practices bringing large economic returns or involving other important satisfactions spread rapidly.

As the number of kinds of ways in which farm people got Extension information increased, a very rapid rise in percentage of families reporting adoption of practices took place up to about 5 or 6 different kinds of ways. Beyond that point a levelling off took place.

There is a possibility that methods are more effective in combination than individually. We need to know what some of the most likely combinations are. Some very interesting information has been developed by our correlation studies. The data should be worked over further by experts in the field of advanced statistics.

In general, only about 4 or 5 of 15 or more kinds of teaching methods seem to be directly related to the total outcome of Extension, expressing total outcome in terms of actual changes in behavior on the part of farm people. Only 4 or 5 of the coefficients of correlation are sufficiently high, with sufficiently low probable error, to indicate strong positive relationship. The method demonstration meeting has a pretty high coefficient of correlation. Meetings in general show positive correlation with a coefficient sufficiently high to have meaning. News stories have a very strong positive relationship to total outcome. Office calls should also be mentioned as coming in this list. Indirect influence has a higher coefficient of correlation than any of the direct teaching methods.

In considering possible explanations of why certain methods appear to be closely related to total Extension teaching, while other methods show a weak relationship, with coefficients of correlation becoming negative in one or two cases, we have arrived at the following:

The amount of indirect spread of Extension recommended practices is likely to be proportionate to the economic gains and other satisfactions experienced by the individuals adopting those practices. News stories reflect better than any other method the extent to which people know about Extension programs. It is logical that people must know about these better practices before they can adopt them in large numbers. I think office calls and, to some extent, meetings reflect the degree of confidence the people of an area have in agents of the Extension Service, as a reliable source of unbiased information. The bulletin did not show a very strong coefficient of correlation. It is probable that the bulletin has greatest value as a supplement to other methods rather than as a direct teaching device. This may be true also of farm visits, telephone calls, and correspondence.

In the case of result demonstrations, the coefficient of correlation is not sufficiently large in relation to the size of the probable error to be of much significance. Any indication of relationship to total extension outcome is also on the negative side. The result demonstration establishes local proof of the value of a practice. Continuing the use of such an expensive teaching method after ample local proof has been established may mean poor use of effort which could be spent to better advantage upon other ways of teaching.



SIGNIFICANT FINDINGS AND SHORTCOMINGS IN NORTHEASTERN STATES STUDIES

General Effectiveness of Home Demonstration Work

By

Gladys Gallup

A brief review of home demonstration studies made prior to 1936 brings out the following facts:

1. Effectiveness of methods were studied.
2. All studies were done by personal interview.
3. Adoption of recommended practices was the measure of effectiveness.
4. In all studies, over one-third of the farm homes had adopted practices advocated. In the adoption of practices, the:
  - (a) education of the homemaker, and
  - (b) her participation in Extension activitieshad great influence in changing practices.
5. The method demonstration was found to be the most used teaching device, and was credited with over 40 percent of all home economics practices adopted.

The factors influential in determining frequency of change in practice were:

1. Education of homemaker.
2. Membership in home demonstration clubs, and contact with Extension workers.

The studies covering the reasons for non-participation revealed that they were basically the same throughout diverse areas. Lack of transportation, no one to care for small children, and poor health were most frequently given. 1/  
(Show film strip)

Studies were made of the effectiveness of extension work in home economics subject matter fields. One such study was made of the Effectiveness of Extension Work in Home Management in Somerset and Gloucester Counties, N.J., in 1930. 2/ This study includes the physical characteristics of the kitchen and Extension activities in home management. The Extension program in home management had influenced 27 percent of the women interviewed to make some changes in practices.

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1/ Wilson, M.C., The Effectiveness of Home Economics Extension Work in Reaching Farm Women. U. S. Dept. Agr. Ext. Serv. Cir. 101, Washington: 1929.

Wilson, M.C., The Problem of Reaching and Influencing Farm Women Not in Home Demonstration Clubs, a Study of 447 Non-members of Home Demonstration Clubs in Three State Areas. U. S. Dept. Agr. Ext. Serv. Cir. 156, Washington: 1931.

2/ Wilson, M.C.; Rokahr, Mary; Butters, Marion, The Effectiveness of Extension Work in Home Management. U. S. Dept. Agr. Ext. Serv. Cir. 155, Washington: 1931.

Contact with Extension workers through attendance at home management group meetings, visits to demonstration kitchens; home calls by the Extension workers, and the like, were, by far, the most important factors in the acceptance of home management extension information. (Show film strip).

Since 1936, studies have been made in an attempt to determine how effective the home demonstration extension program is in reaching rural people. They center about four questions:

1. What is the relative proportion of rural homemakers who are, and who are not, participating in the home demonstration program?
2. How do participating homemakers differ from those with whom the program has no direct contact?
3. What are the reasons for participation or non-participation of homemakers?
4. What is the relative effectiveness of each of the various methods used in the home demonstration program for reaching rural families?

In collecting data, 1,218 homes were visited in 20 representative communities of five States - Maine 1/, Massachusetts 2/, Washington, South Carolina, and Indiana - covering the period 1936 to 1940.

#### Proportion of Homemakers Participating in the Home Demonstration Extension Programs

It was found that 60 percent of the homes visited had one or more members participating in the Extension program. Of the homemakers interviewed, a little more than one-half (55 percent) were participating, or had participated, in Extension activities; 45 percent were not participating in Extension activities, and never had.

#### Characteristics of Participating and Non-participating Homemakers

The average social and economic level of participating homemakers was found to be somewhat higher than that of the non-participating homemakers. In general, their families have a slightly higher net income, more of them own radios and automobiles, more of them live on improved roads, and more of them own their own homes.

However, the families of participating and non-participating homemakers were found not neatly divided economically into an upper two-thirds who are reached by the Extension program and a lower one-third who are not reached. It was found that economically the families of homemakers who are or have been participating are very much like the families of those who are not participants. In fact, more than one-half of the participating homemakers had estimated incomes of less than \$500 per year for family living.

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1/Nason, Estelle, and Gallup, Gladys, Effectiveness of Extension Methods of Teaching Home Economics. Maine Ext. Bul. 305, Orono, Maine: June 1942.

2/ Gallup, Gladys, and Herr, A. T., Participation in Home Economics Extension and Effectiveness of the Program, a study of 171 rural families in Franklin County, Mass., 1936. U. S. Dept. Agr. Ext. Ser. Cir. 271, Washington, D.C.: 1937.



### The Most Important Factors Determining Participation

The two most important factors which determine participation are not directly economic. They are:

1. Education of the homemaker.
2. Her ability to get to meetings.

A higher percentage of the homemakers who were participating in the Extension program had gone through one or more grades of high school, and twice as many of the participants than of the non-participants could drive a car.

Judging from all the factors gathered, although the participating homemakers seem better able to make use of their opportunities, it seems equally true that the cooperative home demonstration program serves the lower one-third as well as the upper two-thirds of the rural population.

### Reasons for Non-participation of Homemakers

Of the 45 percent non-participating homemakers, nearly one-half (in the opinion of the interviewers) could become reasonably good participants. The studies in each of the four States showed fundamentally the same reasons for non-participation. The reasons most frequently given were:

1. Lack of transportation.
2. Poor health of the homemaker.
3. Unfamiliarity with Extension activities.
4. Lack of interest in group meetings or organizations of any kind.
5. Lack of someone to care for small children. (23 percent of the non-participants were under 30 years of age in contrast to 16 percent of the participants).
6. Lack of contact with Extension club or group.

Of these reasons, only the condition of poor health admits of no practical remedy. Suggestions for coping with the other causes of non-participation will be found in the recommendations.

### Relative Effectiveness of Methods Used

Intelligent change of practices in the home as a result of home demonstration activities is used in this study as a means for determining the relative effectiveness of the various methods used by the Extension Service in reaching rural families. In the areas studied the method demonstration and bulletins were the most successful means of bringing about changes of practices.

The method demonstration seems to have influenced the adoption of 44 practices out of every 100 changed. Bulletins are credited with 18 percent of the practices changed, and general meetings with 8 percent. Indirect influence, circular letters and junior result demonstrations were also among the more effective methods.

In interpreting the data on relative influence of teaching methods, however, it is well to keep in mind the interrelationship of the various means and agencies used, and that the total outcome of the Extension program is more important than the results from any particular unit of teaching effort.

Of the participating homemakers interviewed, 60 percent reported changing practices as a result of Extension activities--an average of 3.7 practices changed per home.

#### Contact with Extension Activities as Related to Changing of Practices

Seventy-nine percent of all the homemakers interviewed had in some way been exposed to Extension information. It appears that the degree to which rural people are exposed to the various means used in disseminating Extension information largely determines their acceptance of recommended practices.

The ratio of "takes" to "exposures" was high for method demonstrations, meetings, bulletins, indirect influence, adult and junior result demonstrations, leader-training meetings, general meetings, home visits, and circular letters.

The ratio of "takes" to "exposures" was low for Extension schools, news stories, exhibits, office calls, and radio.

It appears that Extension methods used are just as effective with the lower income and less educated homemakers as with the ones of higher income and better education; and that neither income nor the amount of formal schooling need be barriers to the adoption of practices. However, teaching methods used in home demonstration work failed to secure the participation of 45 percent of the rural homemakers interviewed, though it undoubtedly brought information of value to some of them. It is possible these homemakers did not participate because the program was not primarily concerned with the needs they were constantly forced to meet.

#### Suggestions for Reaching Rural People

To facilitate reaching rural homemakers on the basis of these studies, it was recommended that:

1. Groups be organized on a neighborhood basis so that attendance at meetings might be made easier.
2. More local leaders be used, and that they be given an opportunity to plan their own rural programs based on felt needs, and that they be more adequately trained in discussion, subject matter, organization procedures, and presentation of materials.
3. Teaching methods be adapted to reach the less well-educated homemakers; that each program be related to major needs.
4. Increased emphasis be given to the discussion of issues and rural community problems with key leaders in the community.
5. More emphasis be placed on teaching methods, such as radio, simplified leaflets and visual aids, such as film strips, movies, etc.



### Training of Agents

It was suggested on the basis of these studies that one of the reasons why relatively little attention is paid to the vital human relationship problems of rural people is the lack of knowledge of these subjects on the part of home economics workers. To enrich the home demonstration program to the point where it will meet the needs of the rural people, it was recommended that:

1. Home demonstration agents, in addition to being trained in the traditional phases of home economics, be further trained in child development and family relationships, and in psychology, economics, education, and sociology.
2. The number of home demonstration agents be tripled so there may be sufficient county personnel to reach all rural homemakers.
3. The number of supervisors of home demonstration work be greatly increased so that agents may be more adequately supervised.

### Gaps in These Studies

1. In these studies we found out the percentage of homemakers adopting practices being taught through Extension, and what practices were adopted, but we did not get at the reasons why homemakers did not adopt practices being taught through Extension. I believe we can get at these reasons in future studies.
2. To what extent are these studies out of date? With increased use of the radio, with increased simplification of our written materials, with increased use of visual aids, is there a change in the relative effectiveness of teaching methods?
3. Do we need to concentrate more on studies of individual methods of teaching?
4. What about the younger homemakers? The studies just quoted reveal that 23 percent of the non-participants were under 30 years of age. Are we working with more of the younger homemakers than we did when these studies were made? To what extent are the series of radio talks and news articles directed to them and their problems effective?
5. Do we need to set up more studies on an experimental basis? Do we need to study how we best can do home demonstration work in a county through home demonstration clubs or through interest groups, or both? What about the teaching load of the home demonstration agent?
6. Do we need to do some studies on the effectiveness of certain fields of subject matter? Do specialists need to further think through on questions that will give them some evidence of changes in practices in their particular fields and the effectiveness of methods used?
7. How can we relate practices adopted to needs of people?

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## SIGNIFICANT FINDINGS AND SHORTCOMINGS IN RECENT RADIO STUDIES

By

Lucinda Crile

### Opening Comments -

First, I want to compliment the Extension workers in the Northeastern States on the good radio studies they have made and on the fine use they are making of radio as shown by the studies.

Each of the studies has contributed a useful part in building up the picture of information we have.

### The hours of the day radios are turned on -

Two of the first things we all want to know about radio are:

1. When are the radios turned on?
2. What members of the family listen at what hours?

Stacy Miller in his Maine study <sup>(1)\*</sup> has given us this information for rural families in the Bangor area. The data were collected in March last year. Between 7:00 and 8:00 in the evening is the time when most of each of the three groups--men, women, and children--are listening. Second and third best time for women: 12:00 noon and 7:00 to 8:00 in the morning. The middle of the forenoon and the middle of the afternoon are also good times for the women to listen. For men, 12:00 noon and 7:00 to 8:00 in the morning are tied for second place. Very few men listen except at mealtime and during the evening hours. For children, second and third place: 7:00 to 8:00 in the morning and 12:00 noon. Not many children listen at any time.

### The time preferred for Extension broadcasts -

According to Mr. Reist and Dr. Frutchey in the Pennsylvania study <sup>(2)</sup>, the noon hour is preferred by both men and women for Extension broadcasts.

### What is the coverage and size of audience? -

Pennsylvania <sup>(2)</sup> reported that:

50 stations in that State give an average of 31 minutes per week for Extension broadcasts

82 broadcasts per week are on agriculture

57 broadcasts per week are on home economics

Nearly one-half of the men and many more than one-half of the women in the three counties heard the Extension radio programs during the period of a year. The number of men listening per single broadcast ranged in the three counties from 252 to 588. The number of women ranged from 442 to 992.

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\* Numbers in parentheses refer to references in List of Studies Reviewed, page 50.



Maine<sup>(1)</sup> - About 18,000 people listen at least occasionally to their Bangor station program, which had been on the air just one year when the study was made. (Bangor Station one year old).

Helen Powell Smith of New York in her "Let's Make a Dress"<sup>(3)</sup> series enrolled over 11,000 women in New York and 6 surrounding States.

Esther Cooley Page in Massachusetts had over 9,000 enrolled in Massachusetts and 12 other States in her "Sewing is Easy"<sup>(4)</sup> series.

It is reasonable to assume that many additional women listened to both these series who did not enroll.

#### Non-participants in Extension hear Extension radio programs -

According to the Pennsylvania<sup>(2)</sup> study, the number of people whose sole contact with Extension is through radio seems to be about equal to the number who have contact with Extension through meetings and Extension-sponsored organizations.

Helen Powell Smith<sup>(3)</sup> reported that over one-half of the 11,000 women enrolled in her "Let's Make a Dress" series had never participated otherwise in Extension.

#### Do people get ideas from the radio? -

In the Vermont BAE-Extension Service study<sup>(5&6)</sup>, it was found that of those with radios one-half of the men and seven-tenths of the women got ideas from the radio.

In the New Hampshire, Hillsboro County, study<sup>(8)</sup>, two-fifths of the men and three-fifths of the women in the sample got ideas from the radio.

When Vermont farmers and homemakers were asked to name their usual sources of agricultural and homemaking information, 6 percent of the men and 25 percent of the women mentioned radio. This low percentage for the men is not so surprising when we realize that about the only opportunity the men have to listen to agricultural programs is if any happen to be on at breakfast time and at noon, whereas they can read farm papers and magazines all evening at their leisure.

I believe there is also some question about how early in the morning people are receptive to new ideas.

Radio held fifth place for men as a source of information and much lower than the first four sources. Farm papers and magazines first--48 percent.

Radio held fourth place for women, but not much lower than the first three sources. Extension Service and Farm Bureau first--31 percent.

## Program content -

The BAE nationwide study<sup>(7)</sup> of farm and small town people made in preparation for the FCC Clear Channel Hearings gives us some good information on program content. I should like to read a few excerpts from the report:

"When rural people who have radios are asked to name the kinds of programs they like best, the pattern of their tastes in radio becomes evident. In general, farm people select the more "serious" programs. News and market reports, hymns and religious music, sermons and religious programs, and farm talks are given high preference by this group. Old-time music is preferred by approximately 50 percent of the men and women of the farm group and the proportion naming it nearly doubles the proportion naming the entertainment program next most commonly mentioned."

"...The program preferences of rural nonfarm people indicate a greater appreciation of the lighter aspects of radio service than is found among farm people".

"Generally speaking, rural people are not highly conscious of possible improvements in the program service they are now receiving. Over half of the rural people who have radios cannot think of any type of programs they would like to hear more of than they do now when asked to name them."

"...The fact that rural radio listeners do not have many suggestions to offer concerning radio programming does not mean that they are un-discriminating regarding the programs that are available to them..... Three out of four rural people report having their radios turned off at times because they do not care for the programs that are on; ....."

"...Very few of these people have any point of reference, either actual or ideal, with which to compare present radio programming. As a consequence, they tend to accept the radio they know as the natural order of things."

Some information in the Pennsylvania study<sup>(2)</sup> seems to reflect the degree of interest in the content of the program: The most frequent listeners were the full-time farmers as compared with part-time and nonfarm. The full-time farmers also took more action. The wives of full-time farmers also listened more frequently and took more action than the wives in the other two groups.

## Action taken -

The ultimate questions in doing Extension work by radio are:

Do the people take action as the result of Extension radio programs?  
What types of action do they take?

The Vermont BAE study<sup>(5&6)</sup> of Extension showed that:

About 3/5 (58 percent) of the farmers who got ideas from the radio said they had used them or would do so. Radio is in fourth place. County agent, first--82 percent.

4/5 (80 percent) of the women who got ideas from the radio said they had used them. Radio is in fifth place. Friends and neighbors, first--91 percent.



Helen Powell Smith<sup>(3)</sup> reported that over 900 dresses were made by the 1,900 enrollees in her series who filled out the questionnaire, and hundreds of women said they planned to make dresses soon and also to use their newly acquired sewing knowledge in other ways. She said in her report that:

The women reporting generally commented on the value of radio as a teaching medium and were enthusiastic about it.

They asked for radio series on many subjects, such as more sewing, child training, organization of household tasks, home decoration, and menu planning.

Mrs. Smith said hundreds of listeners sent in favorable comments. A few were included in her report. I selected one to read to you:

"Instructions were easy to follow. Have made several things as a result of this program. I did not have to be away and worry about the children as I do for a meeting. It seemed almost as if I were getting individual help. In a group one has to hurry so."

Pennsylvania<sup>(2)</sup> found that as a result of the broadcasts a large proportion of the men and women had taken such action as asking the county Extension agent for information, attending an Extension meeting, or discussing the talks with others.

Action taken as result of broadcast during the year:

Pennsylvania <sup>(2)</sup> - <u>Men</u>	Berks	42	percent	of	the	regular	listeners
	Lycoming	82	"	"	"	"	"
	Mercer	50	"	"	"	"	"
<u>Women</u>	Berks	16	percent	of	the	full-time	farmers
	Lycoming	31	"	"	"	"	"
	Mercer	18	"	"	"	"	"

Maine<sup>(1)</sup> - Families (asked for bulletins, wrote or called the Extension office during the year) 12 percent of the families hearing the program. (Program one-year old)

By way of summary -

I think the small amount of data we have seen to indicate that:

A large proportion of people listen to the Extension programs.

Many listen regularly.

The time when most men, women, and children are listening is during the evening hours and at mealtime.

12:00 o'clock is preferred by both men and women for Extension programs.

The radio reaches large numbers of people who do not participate in Extension otherwise.

Farm people seem to give preference to news, market and weather reports, old-time and religious music, and farm and home talks.

Rural people have few suggestions for improvement in radio program service.

The people do take action as the result of the radio--if the programs are on the air at a time when they can listen to them. - No exposure--no action.

They seem to take action of any type suggested, including the adoption of practices--if the subject content pertains to their needs and interests.

## Shortcomings in the Studies -

The three chief shortcomings in the radio studies, as I see them, are:

1. The lack of uniform procedure in making the studies and presenting the findings. We have almost no data from the various studies that we can add together.
2. The wide differences in program quality and program situations studied.
3. The lack of information on a wide range of important factors pertaining to radio.

These three major shortcomings make it difficult to summarize our data and generalize on it and to interpret and apply it.

There are three main places where the use and effectiveness of radio should be studied:

1. On the farm.
2. In the Extension offices.
3. At the broadcasting stations.

Our studies are lacking in information on factors involved that lie:

1. Within the programs and the Extension Service, and
2. Within the broadcasting stations and broadcasting situations.

## Radio Information Needed -

A number of suggestions have come to me regarding the information we need about radio. Some that seem to be of greatest importance are:

What percentage of Extension radio programs have a desirable time on the air?

What are the real needs and interests of the groups we are trying to reach?

What is the optimum length and frequency of programs?

What is the educational level of Extension-sponsored programs?

What training do Extension workers need to make effective use of radio?

What assistance within their radio work should the county extension workers get from the State staff?

How can the State radio stations strengthen the work and prestige of county extension workers?

In what proportion of the broadcasts do Extension workers include information intended to:

Change practices

Teach skills

Change attitudes

Stimulate interest

Make announcements?

What is the public relations value of radio to Extension?

What is the reaction of the public to commercially-sponsored Extension radio programs?

What proportion of the Extension worker's time should be devoted to radio?



Study the relative effectiveness of all Extension methods, including radio, in terms of units of cost and units of results.

How can the various methods, or groups of methods, best work together to do the Extension job? (Set up experiments and study them).

Study the quality of the broadcasts and broadcast situations in relation to results. To clarify this last suggestion, I want to read a memorandum that came to me after the Pennsylvania study came out.

This memorandum was written by a member of the staff in the Division of Extension Information.

"I enjoyed reading the report on the Pennsylvania Radio Survey that came in recently, especially the interpretations of the findings. Since this study, as I understand it, is to be used as a pattern for other studies to be made in the Northeast with the expectation that the results will be somewhat comparable, would you think it permissible to suggest a second brief complementary study in the three Pennsylvania counties to complete the story? It seems to me the study, like others we have made, is only one side of the actual situation. We know almost nothing of what these people who answered the questions have been hearing. Don't we need to know such things as:

"What the program pattern is (the agent's radio program).

How long this pattern has been followed.

How long the speaker has presented this program.

What essential features it includes, such as weather.

If not a daily program, what features occupy the spot on other days.

Quality and composition of any competing programs of similar purpose, when, and how often broadcast--also what may be heard on other stations at the time agent broadcasts.

Type of programs preceding and following the county agent's on the station's schedule.

Quality of the broadcast, using perhaps the score card Ken Gapen worked out in his schools, or the standards in Joe Tonkin's. I think the programs should be recorded for judging by outside listeners, perhaps our Radio Service.

"There is a rather wide variation, I am sure, in quality and content of programs, in the competition of other broadcasts, and between county agents in different counties and States. Without some knowledge of the program content and quality, I do not believe the study results would be so comparable."

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List of Studies Reviewed

1. Maine Univ., College of Agr., WABI Radio Study, 1948.
2. H. N. Reist and Fred P. Frutchev, Pennsylvania Radio Study, 1948.
3. Helen Powell Smith, Let's Make a Dress, New York, 1945.
4. Esther Cooley Page, Learn to Sew by Radio, Massachusetts, 1947.
5. U. S. Ext. Service, The Extension Service in Vermont, Part I, Farmers and the Extension Service, 1947.
6. U. S. Ext. Service, The Extension Service in Vermont, Part II, Farm Women and the Extension Service, 1947.
7. U. S. Dept. Agr., Bur. of Agricultural Economics, Attitudes of Rural People Toward Radio Service, 1946.
8. New Hampshire, Hillsboro County, Study (unfinished), 1949.

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Group Discussion

Wilson - From Mr. Reist's point of view, how difficult would it be to go back and analyze the radio programs that were in the Pennsylvania study? Is there enough record information so that it can be done?

Reist - That is improbable. I think one thing the Pennsylvania study has done is that it has made the county agents conscious of the fact that a number of people listen. I also have felt that some of the programs go on with little preparation. To make a study for the period this other study was made would be difficult. It would be a problem of setting up a new study and following through.

Crile - Would such a study, if it could be made, help explain some of the differences in the results obtained in the three counties? Would it help the agents in other counties to apply the information to their own situations?

Reist - Yes, I think it would. I realize those shortcomings in that study.

Dayton - Your list of shortcomings has answered most of the questions I had about the radio studies. I had difficulty in trying to compare some of the data from the different studies, but did not analyze the reasons as thoroughly as you have. It would seem to me that because of the varying factors that you point out, generalities or averages based on the different studies would not apply very well to a particular program in a particular county. We need to work out some radio studies that would give information that would be usable generally as a standard with which county agents could compare their own situations and make changes accordingly.



Crile - That is a good suggestion. Not only must the situations and programs studied be as similar as possible, but the questions must be asked the same way, and the data must be presented in the same terms. In the Pennsylvania study (see page 47) the percentage of men who took action was based on the number of regular listeners. For women, it was based on the number of full-time farmers' wives. In Maine "action" was defined differently than in Pennsylvania, and the information given was based on the number of families hearing the program. This is a good illustration of one of the difficulties in generalizing.

Clark - Is there any other study that gives the time radios are turned on to compare with the information in the Maine study?

Crile - No. Some studies covering this have been made for commercial concerns but they included urban listeners. We could not separate out the urban, so the information has not been included in our reference material.

Sabrosky - The Kansas study will give us the information on total radio listening for rural families. It will be the same kind of information that is in the Maine study.

Hoitt - I raise the question, inasmuch as it appears that the two--breakfast and noonmeal--hours are the best times for us to be on the air, is it not increasingly difficult to get free time on the air at those times?

Crile - Yes. That brings up the question of commercial sponsorship. Are there any commercially sponsored programs in your States? What is the reaction of the people to commercial sponsorship?

Judkins - We were sponsored by two different groups on a 10-minute program, at a very good time of day, 12:50 p.m. to 1:00 p.m. The difficulty was that it followed the stock market report and many people turned off their radios after the market report before we came on. Another difficulty was the station was very small and had a very small coverage in the county. We were reaching more urban people than rural people.

Hoitt - Did you detect any disadvantages in having your program sponsored rather than free time?

Judkins - No.

Smith - We had an opportunity to do a very fine program over television but it was tied up with commercial concern so we did not do it.

Whitcomb - We have a commercially sponsored program in Delaware, and I do not think it makes any difference because only one statement is made by the company who sponsors it, otherwise it is a regular Extension program.

Dayton - Do you have anything that gives an indication of the effectiveness of the common radio pattern that different States or counties are carrying out? Some have an agricultural program every morning, then we have some counties in which there is a program every day in the week carried by the Extension Service, but they have a county agent one day, home agent another day, and Club agent another day. We do not get continuity enough? He really ought to know how things like that usually work out.

Crile - We have no information on that.

Wilson - I wish you would give a report on the study proposed by the Central States Radio Committee.

Crile - The purposes of the study as tentatively planned are:

1. To establish a benchmark for radio by determination of the extent and conditions of the present use of radio in Extension.
  2. To learn what jobs Extension workers are trying to accomplish through the use of radio, and what evidences they have of the accomplishment of these jobs.
  3. To find what help with their radio work the county Extension staff wants from the State Extension staff.
  4. To discover the cost of the use of radio by Extension workers in terms of time and mileage.
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## SIGNIFICANT FINDINGS AND SHORTCOMINGS IN RECENT 4-H CLUB STUDIES

By

Laurel K. Sabrosky

The field of 4-H Club work is so wide and varied that a large number of studies can be and have been made without some of the phases ever being studied, and none of them being fully covered. I shall report today on several 4-H studies, some of which have been completed, some are being made, and one is now being planned. On the attached table which breaks down the field of 4-H Club work by aspects of the work, and by characteristics of the membership, we can see how much of the field has been covered by these studies.

A study of Parents and 4-H Club Work was made in three New England States--Massachusetts, Maine, and New Hampshire--and in Ohio in 1947. It was limited to the area of parent cooperation and to the 4-H Club members less than 14 years of age, and, consequently, those who were 4-H members from 1 to 4 years, and to farm and rural nonfarm residents. Some of the major findings were:

1. Local leaders themselves vary as to their attitude toward parent cooperation. They range in attitude from those who want very little or no attention from parents to those who wish the parents to take an active part in the 4-H Club program.
2. Five of the ways to obtain parent cooperation, as indicated by the study, were holding regular meetings in parents' homes, having special social events with parents, holding other special events for parents, both leaders and members inviting parents to meetings, and leader visiting parents at least once a year.

Another cooperative New England study was one on Keeping High School Youth in 4-H Clubs, carried on in Connecticut, Massachusetts, and Vermont in 1946. This study touched on organization, project work, activities, contests and awards, record keeping, and local leadership, and was limited to boys and girls as they entered high school, therefore of about 13 to 15 years of age and with approximately 2 to 4 years of 4-H Club work. It included farm and rural nonfarm residents. The findings in this study were grouped into three classes:

1. The kind of clubs that hold the boys and girls as they enter high school.
2. The kind of boys and girls who stay in clubs as they enter high school.
3. The kind of local leaders who led the clubs in which boys and girls tended to re-enroll as they entered high school.

Some of the interesting findings were:

1. 4-H Clubs which held the boys and girls were ones with at least one adult and one junior leader, which met at least once a month, which had 10 to 14 members, which devoted 50 percent of meeting time to project instruction, and which offered more than one project a year.

2. Boys and girls starting high school stayed in 4-H Club if they had enrolled first at an early age, carried only one project their first year, carried more projects after the first year, and were visited by leader during their first year.
3. Local leaders who led the clubs which tended to hold the boys and girls as they entered high school were farmers or homemakers, attended leader-training meetings, and visited the projects of first-year members.

Before the War, Dr. Barnard Joy carried out two cooperative 4-H studies in the Central States on 4-H local leadership. These were limited to the area of local leadership, but covered the whole range of age and years of club work among the 4-H membership and included both farm and rural residents. At the same time that these studies were made, two local studies were made in the northeastern States, by Bert Rogers in St. Lawrence County, New York, and by C. B. Wadleigh in New Hampshire, which resulted in similar findings. The seven problems which local leaders found most difficult in their work as 4-H local leaders in the Central States studies were:

1. Training judging teams.
2. Training demonstration teams.
3. Getting the interest of members who do not have a real interest in 4-H Club work.
4. Getting parents to feel that they are an active part of the program. (It was the frequency with which this problem showed up that caused the parent-cooperation study in the New England States to be made).
5. Making the club program a year-round one.
6. Holding members 15 to 20 years of age in club work.
7. Getting members to plan their own program.

Other findings included what kind of training the leaders liked and wanted from the professional staff, the kinds of materials they found most helpful, and so forth.

At the present time, Mr. Robert Clark at Cornell University in Ithaca, New York, is making a study of 4-H local leadership, which also covers the field as far as ages and years of 4-H membership are concerned. His study is on satisfactions of leadership in relation to tenure and training. The findings are not yet available for reporting.

Just before the War, Mr. Mylo Downey of Maryland made a study which contributed to our information on 4-H local leadership. His was on the local leaders' handbook, and has been widely used throughout the country.

Also before the War, Dr. Fred P. Frutchey of our Division made a series of seven studies on the educational results of 4-H Club work. His studies were mainly limited to the results of project work, and covered about half a dozen different projects. They were not limited to any age or membership or resident ranges.



Dr. Frutchev and his cooperators on the studies found several significant facts. In one study as an illustration, the one on food-preservation in Massachusetts in 1939, they found that the 183 4-H Club members learned a significantly greater amount of food-preservation information than an equivalent group of non-members. They also found out that whereas the members increased in their confidence in food-preservation activities during the year studied, non-members lost confidence. Also, while incompleters did learn more about food preservation than non-members did, they lost some confidence in themselves as contrasted to the completed members.

At the present time, a study is being made in West Virginia which falls into the area of club organization. It includes 4-H members of all ages and years of membership, but includes only farm and rural residents. This study is comparing school and non-school clubs, school clubs being defined as those whose meetings are part of the school schedule. This first study of theirs is using as evidences of differences between the two types of clubs percentages of re-enrollment and completions, size of clubs, coverage of clubs, and such objective measures. They are now thinking of carrying on the study to include comparison as to effectiveness of the club work as measured by opportunity provided the members for development.

This year, the Western States have completed their plans for a cooperative 4-H Club study involving all 11 States. It will be limited to only the 1st-year 4-H members, and, therefore, mostly to those boys and girls from 10 to 12 years of age. It will include farm, rural nonfarm, and urban residents. This study which we expect may take from 5 to 10 years to carry out will include intensive studies of all the phases and aspects of 4-H Club work which may tell us how to improve 4-H Club work so it will hold the interest and membership of the 1st-year members. The reason this study was limited to these 1st-year members is because one-half of the 1st-year members in 4-H Club work never re-enroll for the second year, meaning that throughout the United States hundreds of thousands of boys and girls never realize the advantage of several years of club work because their interest is lost so early. Youth behavior will be studied particularly for this study, but, in the case of this study area, rural youth of all ages will be studied. The youth-behavior studies will not be carried out by Extension workers but by trained research people in the Educational and Sociological Departments of the State Colleges.

As we look at the table now, on which we have checked the areas of the 4-H Club field in which studies have been made, we find a large number of blocks unchecked. Many have been studied to some degree, but considering the amount of information we need about each, we can say only that a little has been done. The areas of organization and local leadership have been studied the most, but still not adequately enough to answer the questions raised by 4-H workers throughout all the States.



# AREAS OF 4-H CLUB RESEARCH

Aspects of 4-H work	Classification of Membership																							Residence	
	Ages										Years in Club Work										Open country	Village	Urban		
	13	11	12	13	14	15	16	17	18	19	20	1	2	3	4	5	6	7	8	9	10				
Organization	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Project work	X	X	X	X	X	X						X	X	X	X							X			
Activities	X	X	X	X	X	X						X	X	X	X							X			
Contests and awards	X	X	X	X	X	X						X	X	X	X							X			
Record keeping	X	X	X	X	X	X						X	X	X	X							X			
Youth behavior	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Parent cooperation	X	X	X	X								X	X	X								X			
Community cooperation	X	X	X									X										X			
Local leadership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			

X - Means a little or some study work has been carried out or planned.

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Group Discussion

Gertrude Warren - I feel very grateful to the Division of Field Studies and Training for the wonderful help they have given us in studies. Every little while I go to a meeting where there are youth-serving agencies represented and I always go away thankful because of what has been done in the Division of Field Studies and Training. It has been a wonderful undertaking.

Ensminger - I would like to ask what are the areas where there seems to be a lag in putting into application certain things that are known in the field of 4-H Club work. Where are we lacking in picking up study findings?

Sabrosky - Particularly in the field of local leadership. There seems to be more information available in that area that is not used.

Warren - I think our State leaders are recognizing this resource of material more than they have, and are drawing on it more than they did.

Sabrosky - We also seem to have quite a bit of organization information. That is a wider field, and harder to adapt the findings, but we find evidence of people trying to use it more than the local leadership information. I think the basic research in youth behavior has not been used to the extent it could be used. I think we know more about what rural youth like and need than we use.

Ensminger - I would like to get the reaction of the people from the States on the following: Should we be trying to pull out of these studies certain generalizations in the field of leadership? Why is this lag in not using the information on local leadership? Whose responsibility is it to get the application of these findings? Maybe the Field Coordination people are the ones who should be picking up these findings.

Warren - I'm passing the buck, but I think that shortage of staff has caused part of the lag. I think that if we had these outstanding findings that we are pretty sure of taken out of all these studies and made into some sort of a circular it would help. We could do it ourselves, and I think it should be done, but it has not been the thing that we just take time to do.

Wilson - Another factor contributing to slowness in putting study findings into effect is the war emergency with Dr. Joy moving out of that field and Mrs. Sabrosky having a wide range of activities, and Dr. Frutchey doing foreign student work. All that has broken some of that continuity.

Warren - So many changes in personnel in the field makes it much more important that we have all the information possible.

Ensminger - 4-H Club staff members seem more alert to the importance of research than probably any other phase of Extension. My question was not a criticism of what has been done, but, looking to the future, how do we prevent a lag before it is put into operation.



Sabrosky - State 4-H Club Leaders have been active in requesting help to make studies. Committees of Central States 4-H Club Leaders and of New England States 4-H Club Leaders have made studies. The Western States 4-H Club Leaders have requested help in making their study, and at present the southern States are requesting help on a cooperative study.

Shinn - In order to be qualified to make an interpretation in the States, I think you must have a part in making a study. I think it is probably expecting too much of State people, unless we give them a great deal of training, to expect them to interpret these results to their people.

Warren - An interesting thing on these cooperative studies is the value that they are to the ones that work on the studies on a cooperative basis.

Dayton - It seems that there is a weak spot in the application of the studies, not only in connection with 4-H Club studies, but with all studies, and I do not believe the weakness is with interpretation, because these reports are certainly a grand job of bringing them down to brass tacks so that they can't fail to be understood; but if they are not being put into effect back in the counties, somewhere in the Extension organization we have not worked out procedures for carrying through to application. I believe, in order to make studies effective, we have a job of organizational procedure to work out.

Warren - I would like to see our leadership bulletins have a paragraph on what we found out through our studies on leadership that brings it down to a particular phase when they are studying that phase.

Aiton - In the construction and development of a cooperative study, I would like to add two more points to the plan for making the study. Very briefly, I would put in the outline the various people who are concerned with the results of these studies, local leaders, county extension agents, State supervisory staff, general public, and public relations. Then, in connection with each of these types of audience, we should list the devices, techniques, or methods through which the information can be carried to them, such as press, radio, printed leaflets, charts, slides, visual aid material.

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